



## Morningside Middle School

1999 Singley Lane  
North Charleston, SC

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	620 Students	
<b>Principal</b>	Dr. Joseph Williams	(843) 745-2000
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Cindy Bohn Coats	843-529-2457

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Below Average</b>	<b>Excellent</b>
2012	Below Average	Average
2011	At-Risk	Below Average
2010	At-Risk	At-Risk
2009	At-Risk	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

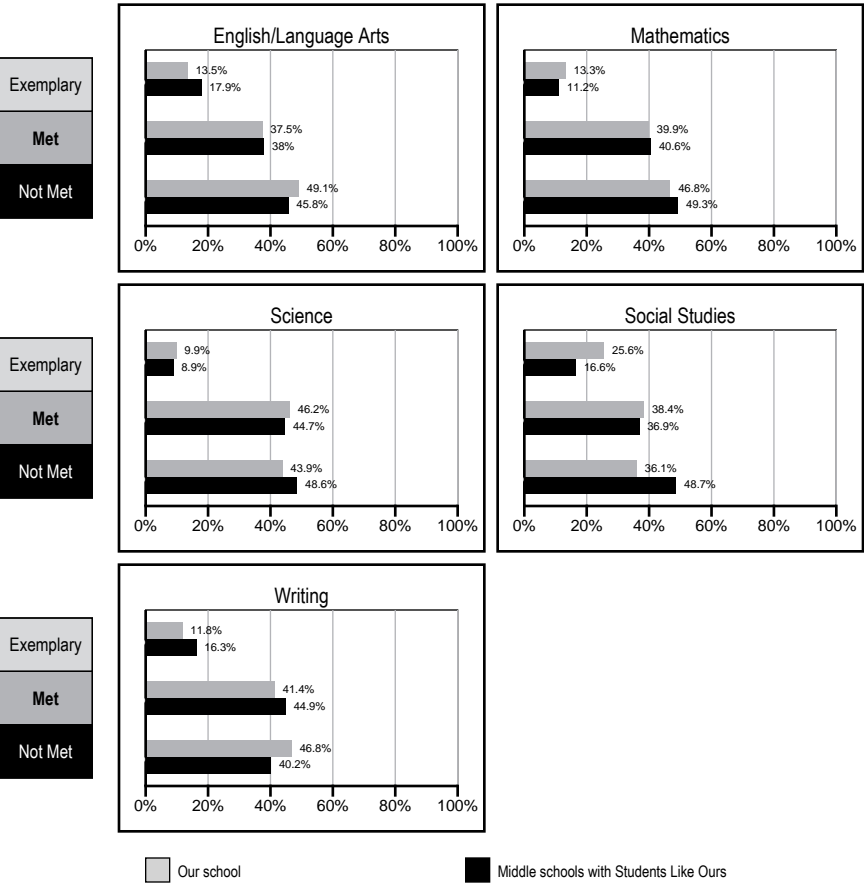
97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	21	21	15

\* Ratings are calculated with data available by 03/14/2014.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	77.3%	87.5%
English 1	86.4%	87.8%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	81.8%	88.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=620)				
Students enrolled in high school credit courses (grades 7 & 8)	20.6%	Down from 23.8%	14.2%	24.6%
Retention rate	1.4%	No Change	0.6%	0.6%
Attendance rate	94.1%	Down from 94.7%	95.4%	95.9%
Served by gifted and talented program	13.2%	N/A	6.7%	18.5%
With disabilities	11.5%	N/A	16.1%	13.0%
Older than usual for grade	5.8%	N/A	7.8%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	7.9%	Down from 11.1%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	50.0%	Up from 49.2%	60.0%	61.5%
Continuing contract teachers	46.6%	Down from 47.6%	65.0%	77.2%
Teachers returning from previous year	67.9%	Up from 66.1%	77.1%	85.9%
Teacher attendance rate	93.7%	Down from 97.9%	95.3%	94.9%
Average teacher salary*	\$40,491	Up 1.3%	\$44,377	\$47,313
Professional development days/teacher	26.2 days	Up from 19.1 days	9.3 days	10.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Up from 14.0 to 1	18.4 to 1	22.1 to 1
Prime instructional time	86.9%	Down from 92.1%	89.7%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	90.7%	Down from 96.9%	98.7%	99.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$5,328	Up 0.8%	\$9,743	\$7,239
Percent of expenditures for instruction**	54.0%	Up from 53.7%	60.0%	63.0%
Percent of expenditures for teacher salaries**	52.0%	Up from 50.9%	54.0%	61.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Morningside Middle School (MMS) completed its fourth year of single-gender education. The male academy, "ARMS", stands for Advancement and Refinement of Men for Society; the female academy, "EXCEL" means Excellence in Creativity and Educational Leadership. The research on single-gender education is very positive and we have seen great results. In addition to single gender, we have created a very "data rich" school where both staff and scholars are aware of the data and what changes need to be made to move it in a positive direction. Exploratory teachers teach both males and females at different times during the school day. Scholars continue to have opportunities to participate in co-ed activities like tutoring, academic competitions, and incentive socials.

MMS continues to make systemic progress. Our accomplishments are both academic and behavioral due to the programs we have put in place such as: literacy and math support classes, student intervention committee (CORE team), and the Positive Behavior Intervention Support (PBIS). We also encourage completion of high school with strong college awareness. Scholars are exposed to both in-state and out-of-state college campuses through numerous field trips during the school year. Scholars enrolled at MMS have the opportunity to earn up to 4 high school Carnegie units while they are here, which increases their chances of high school and college completion. We have maintained a strong School Improvement Council (SIC) and parent and community involvement has steadily increased.

This year's major school focus continues to be literacy. In order to support our efforts to raise the reading level of every scholar, we implemented reading courses four days per week. In the fall, all of our scholars were administered the AIMS Web Oral Reading Fluency assessment to determine individual needs. Four major levels of intervention were needed in order to address the needs of all of our scholars. Scholars were then assigned appropriate reading interventions in order to help increase their fluency and comprehension. Scholars who need additional assistance in math are also able to take a math support class in addition to their grade-level math class. The Academy, after school tutoring and support program, is available to all scholars free of charge and transportation is provided. An extended learning opportunity is also provided through our Saturday Academy Program which is free of charge and includes transportation.

While we continue to strive for academic success, MMS also works to develop the whole child. Each scholar is exposed to character traits and decision-making through the Junior Achievement Program. We focus on health and wellness daily, stressing the importance of healthy lifestyles for healthy minds. We promote leadership and offer a well-rounded athletic program that encourages healthy competition. At MMS, Excellence is our Standard!

Dr. Joseph Williams, Principal                      Mr. George White, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	111	40
Percent satisfied with learning environment	92.9%	72.9%	70%
Percent satisfied with social and physical environment	92.9%	80.5%	56.4%
Percent satisfied with school-home relations	7.1%	76.2%	74.4%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	85.3
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Morningside Middle School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.1%	0.0%	No
Student attendance rate	94.1%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	619.3	624.0	607.1	620.8	100.0	100.0
Male	614.4	618.7	603.6	610.6	100.0	100.0
Female	624.6	629.6	610.7	631.7	100.0	100.0
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	617.4	620.2	603.2	617.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	626.9	640.6	621.9	635.7	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	592.9	593.5	573.0	592.1	100.0	100.0
Limited English Proficient	624.3	638.9	620.1	635.8	100.0	100.0
Subsidized meals	619.0	624.0	606.5	621.0	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	213	99.5	63	22.8	14.3	37
	7	184	99.5	59.3	27.2	13.6	40.7
	8	157	100	51.8	35.8	12.4	48.2
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	226	100	43.5	41	15.5	56.5
	7	203	100	47.4	39.3	13.3	52.6
	8	191	100	56.4	30.3	13.3	43.6

Mathematics

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	213	99.5	45	43.4	11.6	55
	7	184	99.5	56.8	32.1	11.1	43.2
	8	157	100	60.6	35.8	3.6	39.4
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	226	100	35.5	44	20.5	64.5
	7	203	100	50.9	39.3	9.8	49.1
	8	191	100	55.2	36.4	8.5	44.8

Science

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	108	100	62.5	35.4	2.1	37.5
	7	184	99.5	55.6	32.1	12.3	44.4
	8	75	97.3	45.3	45.3	9.4	54.7
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	114	100	45.6	47.6	6.8	54.4
	7	202	100	39	50	11	61
	8	93	100	50.6	35.8	13.6	49.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	105	99.1	29	54.8	16.1	71
	7	184	99.5	55.6	30.9	13.6	44.4
	8	82	98.8	38.6	25.7	35.7	61.4
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	112	100	26.8	50.5	22.7	73.2
	7	203	100	38.7	32.9	28.3	61.3
	8	99	99	41.7	35.7	22.6	58.3
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	164	98.8	52.1	36.6	11.3	47.9
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	226	99.1	45.6	39.8	14.6	54.4
	7	202	98	41.6	48.6	9.8	58.4
	8	192	97.9	52.4	36.9	10.7	47.6

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